



Stanion C.E (Aided) Primary School Climate Action Plan 2025 - 2026

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1. Introduction

Climate change is one of the most pressing challenges of our time, and schools play a pivotal role in shaping the next generation of environmentally conscious citizens. By integrating sustainability into school operations and education, we not only reduce our environmental footprint but also empower pupils with the knowledge and skills to make a difference. This plan is a document that will evolve as new opportunities, technologies, and partnerships emerge.

Stanion C.E (Aided) Primary School recognises the urgent need to address climate change and environmental sustainability. This Climate Action Plan (CAP) outlines our commitment to reducing our environmental impact, enhancing biodiversity, and embedding sustainability into our curriculum and school culture. It aligns with the UK Government's Sustainability and Climate Change Strategy for Education, and the DfE's Climate Action Plan Guidance.

2. Vision and Objectives

Our vision is rooted in the belief that every child has the right to learn in a healthy, sustainable environment. We aim to foster a culture of environmental stewardship by embedding sustainability into our ethos, policies, and daily practices. This includes promoting active travel, reducing single-use plastics, encouraging recycling, ensuring climate change features strongly within our curriculum and encouraging responsible consumption among staff and pupils alike.

Vision:

To empower our pupils, staff, and community to become environmentally responsible citizens through education, action, and leadership.

Strategic Objectives:

- Appoint a Sustainability Lead and Link Governor.
- Develop and implement a whole-school Climate Action Plan.
- Reduce carbon emissions and energy use.
- Increase biodiversity within our footprint.
- Embed climate education across the curriculum.
- Engage pupils in hands-on sustainability projects.

3. Current Achievements

Verified Sustainability Projects completed at Stanion C.E (Aided) Primary School

- Outdoor Learning in the Wildlife area beside the MUGA. This area has been allowed to flourish for the wildlife and insects. The children have visited the area to look at habitats and to appreciate the wildlife we have within the school grounds. In 2025, one of the teachers delivered an extra-curricular club which promoted outdoor learning within the wildlife area. The children have helped plant shrubs, trees, and create a bug hotel in this area. The grounds team are aware that this area should be left untouched.
- Solar Panels installed (2025) - this project was achieved through a Capital grant via the Diocese. It was identified during the Diocesan building condition review that we had the potential to reduce our energy consumption and electric bills by installing solar panels on the roof. We commissioned General Asphalt to install solar panels on the roof at the time the roof was being replaced. This has resulted in lower energy bills and cleaner energy consumption.
- LED lighting installed (2025) – this project was achieved through a Capital grant via the Diocese. It was identified during the Diocesan building condition review that we had old & aging lighting installations that were not energy efficient, that would be increasingly costly in terms of energy consumption & with an increasing number of lamp failures. We commissioned General Asphalt to replace all units with modern LED lighting throughout the school.
- Science Bedding Plants Area – with the help of the Parent Teacher and Friends Association, we have installed six raised beds on the school field. The beds are to encourage the children to grow their own vegetables and to learn beyond the classroom. The beds are used in science units such as Growing Plants. In the summer months, children have a rota to tend to the plants and keep them watered.

4. Strategic Action Areas

Each action area is designed to be measurable and achievable, with clear timelines and responsibilities. For example, the energy audit will not only identify areas for improvement but also serve as a baseline for tracking progress. The biodiversity initiatives will be supported by local wildlife trusts, and the curriculum integration will be guided by the National Education Nature Park framework. We will also explore funding opportunities through government grants and local partnerships to support infrastructure upgrades.

Theme	Actions	Timeline	Lead	Resources Needed
Leadership & Governance	Appoint a Sustainability Lead and form a Green Team	Autumn 2025	Headteacher and Nominated link governor	Time allocation, training
Waste & Recycling	Expand recycling to include paper, plastics, batteries and cardboard	Ongoing	Cleaner in charge	Designated bins, signage
Water Use	Install water-saving devices in toilets and taps. Eco saving flush system installed in all toilets.	Summer 2026	Cleaner in charge and Bursar	Plumbing support
Biodiversity	Continue to develop outdoor learning areas and increase biodiversity – wildlife area	Spring 2026 Ongoing	Headteacher and EYFS Lead	Seeds, tools, volunteers
Curriculum Integration	Embed sustainability in science, geography, and PSHE	Ongoing	Curriculum Leads	CPD, lesson plans
Pupil Engagement	Continued focus by School Council on Eco Projects Litter picking and awareness strategy	Ongoing	Mrs Marshall Curriculum Leads	Meeting time Materials

4. Monitoring and Evaluation

To ensure the Climate Action Plan remains relevant and effective, Stanion C.E (Aided) Primary School will:

- Review the plan annually, led by the Sustainability Lead, Link Governor and school staff.
- Monitor progress through simple tracking of key actions (e.g. energy use, recycling initiatives, pupil engagement).
- Gather feedback from pupils and staff through informal discussions.
- Update the plan regularly to reflect new opportunities, challenges, and achievements.
- Share updates with the school community via newsletters and the school website.

5. Future Achievements Log

This section will serve as a dynamic record of our journey towards sustainability. It will capture both small wins and major milestones, providing inspiration and motivation for continued progress. Examples of future achievements may include achieving Eco-Schools Green Flag status or launching a school-wide composting program.

Date	Achievement	Impact	Next Steps

6. Support and Resources

In addition to the resources listed, schools can access support from organisations such as the Carbon Trust, Energy Saving Trust, and the Woodland Trust and even Sustainable leads at other schools to share ideas/best practices. These organisations offer free tools, case studies, and funding opportunities tailored to the education sector. Networking with other schools through sustainability forums and conferences can also provide valuable insights and collaboration opportunities.

National Guidance and Useful Resources:

- DfE Sustainability and Climate Change Strategy:
<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>
- DfE Climate Action Plan Guidance: <https://www.gov.uk/guidance/sustainability@leadership-and-climate-action-plans-in-education>
- Let's Go Zero Campaign: <https://www.letsgozero.org/>
- National Education Nature Park: <https://www.educationnaturepark.org.uk/>

Conclusion

By taking a proactive approach to climate action, Stanion C.E (Aided) Primary School is not only fulfilling its moral and legal responsibilities but also setting a powerful example for others to follow. This plan represents a collective commitment to a better future—one where education and sustainability go hand in hand. We invite all members of our school community to join us on this journey and contribute their ideas, energy, and passion. We are committed to being a beacon of sustainability. Through this Climate Action Plan, we aim to inspire our pupils, staff, and wider community to take meaningful action for the planet. By embedding sustainability into every aspect of school life, we prepare our children not only for academic success but for a future where they can thrive as responsible global citizens.

Autumn 2025